**General Education Checklist**

**The General Education Review Team will use this checklist to assist in determining if courses meet the criteria needed to be certified as a General Education course. Each General Education area has its own set of criteria that must be met for certification to be granted.**

**Check the box next to the criteria that the course meets. If all criteria are met within one area, the course meets the requirements for general education certification within that area.**

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| Writing |
| [ ]  College-Level Writing Course[ ]  All course outcomes on the course outline are met with a rating of complete (C) or substantially (S)[ ]  Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;[ ]  Locate, evaluate, and ethically utilize information to communicate effectively; ****and****[ ]  Demonstrate appropriate reasoning in response to complex issues.[ ]  The course transfers to Portland State University (PSU) as a general education course[ ]  The course transfers to an Oregon University, other than PSU, as a general education courseA course in Writing should:[ ]  create a learning environment that fosters respectful and free exchange of ideas[ ]  include college-level readings that challenge students and require the analysis of complex ideas[ ]  provide guided discussion and model practices that help students listen to, reflect upon, and respond to others’ ideas[ ]  foster students’ ability to summarize and respond in writing to ideas generated by reading and discussion[ ]  require a substantial amount of formal and informal writing[ ]  emphasize writing as a recursive process of productive revision that results in complete, polished texts appropriate to audience needs and rhetorical situations[ ]  foreground the importance of focus, organization, and logical development of written work[ ]  guide students to reflect on their own writing, to provide feedback on peers’ drafts, and to respond to peer and instructor comments[ ]  direct students to craft clear sentences and to recognize and apply the conventions of Edited Standard Written English[ ]  provide students with practice summarizing, paraphrasing, analyzing, synthesizing, and citing sources using a conventional documentation system[ ]  require appropriate technologies in the service of writing and learning |
| Speech/Oral Communication |
| [ ]  College-Level Course[ ]  All course outcomes on the course outline are met with a rating of complete (C) or substantially (S)[ ]  Engage in ethical communication processes that accomplish goals;[ ]  Respond to the needs of diverse audiences and contexts; ****and****[ ]  Build and manage relationships.[ ]  The course transfers to Portland State University (PSU) as a general education course[ ]  The course transfers to an Oregon University, other than PSU, as a general education courseA course in Speech and Communication should provide:[ ]  instruction in fundamental communication theories[ ]  instruction and practice of appropriate oral communication techniques[ ]  instruction and practice in the listening process[ ]  instruction and practice in comprehension, interpretation, and critical evaluation of communication[ ]  instruction and practice in adapting verbal and non-verbal messages for the listener and communication contexts[ ]  instruction in the responsibilities of ethical communicators[ ]  instruction in the value and consequences of effective communication |
| Mathematics |
| [ ]  College-Level Course[ ]  All course outcomes on the course outline are met with a rating of complete (C) or substantially (S)[ ]  Use appropriate mathematics to solve problems; **and**[ ]  Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.[ ]  The course transfers to Portland State University (PSU) as a general education course[ ]  The course transfers to an Oregon University, other than PSU, as a general education courseA collegiate level Mathematics course should require students to:[ ]  use the tools of arithmetic and algebra to work with more complex mathematical concepts[ ]  design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results[ ]  create mathematical models, analyze these models, and, when appropriate, find and interpret solutions[ ]  compare a variety of mathematical tools, including technology, to determine an effective method of analysis[ ]  analyze and communicate both problems and solutions in ways that are useful to themselves and to others[ ]  use mathematical terminology, notation and symbolic processes appropriately and correctly[ ]  make mathematical connections to, and solve problems from, other disciplines |
| Arts & Letters\* |
| [ ]  College-Level Course[ ]  All course outcomes on the course outline are met with a rating of complete (C) or substantially (S)[ ]  Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; ****and****[ ]  Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. \*"Arts & Letters" refers to works of art, whether written, crafted, designed, or performed and documents of historical or cultural significance.[ ]  Course Transfers to Portland State University (PSU) as a general education course[ ]  Course Transfers to another public Oregon University as a general education courseA course in Arts & Letters should:[ ]  introduce the fundamental ideas and practices of the discipline and allow students to apply them[ ]  elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts[ ]  explore the conventions and techniques of significant forms of human expression[ ]  place the discipline in a historical and cultural context and demonstrate its relationship with other disciplineA course in Arts & Letters should do at least one of the following: [ ]  foster creative individual expression *via*analysis, synthesis, and critical evaluation[ ]  compare/contrast attitudes and values of specific historical periods or world cultures[ ]  examine the origins and influences of ethical or aesthetic traditions |
| Social Science |
| [ ]  College-Level Course[ ]  All course outcomes on the course outline are met with a rating of complete (C) or substantially (S)[ ]  Apply analytical skills to social phenomena in order to understand human behavior; ****and****[ ]  Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.[ ]  The course transfers to Portland State University (PSU) as a general education course[ ]  The course transfers to an Oregon University, other than PSU, as a general education courseApproved courses will help students to:[ ]  understand the role of individuals and institutions within the context of society[ ]  assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry[ ]  utilize appropriate information literacy skills in written and oral communication[ ]  understand the diversity of human experience and thought, individually and collectively[ ]  apply knowledge and skills to contemporary problems and issues |
| Science or Computer Science |
| [ ]  College-Level Course[ ]  All course outcomes on the course outline are met with a rating of complete (C) or substantially (S)[ ]  Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;[ ]  Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; ****and****[ ]  Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment****.****[ ]  The course transfers to Portland State University (PSU) as a general education course[ ]  The course transfers to an Oregon University, other than PSU, as a general education courseA General Education course in Science should:[ ]  analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods[ ]  engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight[ ]  examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday lifeIn addition,A General Education course in Science should:[ ]  Engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery; andA General Education course in Computer Science should:[ ]  engage students in the design of algorithms and computer programs that solve problems |
| Cultural Literacy |
| [ ]  College-Level Course[ ]  All course outcomes on the course outline are met with a rating of complete (C) or substantially (S)[ ]  Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.[ ]  The course transfers to Portland State University (PSU) as a general education course[ ]  The course transfers to an Oregon University, other than PSU, as a general education courseA General Education course in Science should:[ ]  Explore how culturally-based assumptions influence perceptions, behaviors, and policies.[ ]  Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.Each course may also do one or more of the following:[ ]  Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.[ ]  Investigate how discrimination arises from culturally defined meanings attributed to difference.[x]  Analyze how social institutions perpetuate systems of privilege and discrimination.[ ]  Explore social constructs in terms of power relationships. |
| Information Literacy |
| [ ]  College-Level Course[ ]  Information Literacy outcomes and criteria will be embedded in the Writing Foundational Requirements courses Writing Foundational Requirements* Students taking writing classes of three credits each must take WR 121, 122, and either WR 123 or 227. Students taking writing classes of 4 credits each must take WR 121 and either WR 122 or 227. A student must have eight credits of Writing.
* Information Literacy will be included in the Writing Requirement.

[ ]  All course outcomes on the course outline are met with a rating of complete (C) or substantially (S)[ ]  Formulate a problem statement;[ ]  Determine the nature and extent of the information needed to address the problem;[ ]  Access relevant information effectively and efficiently;[ ]  Evaluate information and its source critically; ****and****[ ]  Understand many of the economic, legal, and social issues surrounding the use of information.[ ]  The course transfers to Portland State University (PSU) as a general education course[ ]  The course transfers to an Oregon University, other than PSU, as a general education courseA Writing course infused with Information Literacy should include:[ ]  Instruction and practice in identifying gaps in knowledge and recognizing when information is needed.[ ]  Instruction and practice in finding information efficiently and effectively, using appropriate research tools and search strategies.[ ]  Instruction and practice in evaluating and selecting information using appropriate criteria.[ ]  Instruction and practice in research strategies that are recursive and involve multiple stages such as modification of the original strategy and revision of the topic.[ ]  Instruction and practice in the ethical and legal use of information and information technologies.[ ]  Instruction and practice in creating, producing, and communicating understanding of a subject through synthesis of relevant information.  |